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State Library Board

GOVERNOR WILLIAM S. BEARDSLEY
JUDGE T. G. GARFIELD
JESSIE M. PARKER
Superintendent of Public Instruction

BLANCHE A. SMITH, Librarian
OFFICE
State Historical Building
Des Moines

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The libraries of America are and must ever remain the homes of free, inquiring minds. To them, our citizens of all ages and races, of all creeds and political persuasions, must ever be able to turn with clear confidence that there they can freely seek the whole truth, unwarped by fashion and uncompromised by expedience. For in such whole and healthy knowledge alone are to be found and understood those majestic truths of man's nature and destiny that prove, to each succeeding generation, the validity of freedom.

—President Dwight D. Eisenhower.

UNIVERSITY OF MICHIGAN
GENERAL LIBRARY

PRESIDENT EISENHOWER'S LETTER

A letter from President Eisenhower was read June 26 to 4,000 librarians attending the 72nd annual conference of the American Library Association in Los Angeles, by ALA President Robert B. Downs, Director of Libraries, University of Illinois.

Mr. Downs told an ALA Council meeting that President Eisenhower's letter was in reply to a letter he wrote immediately after the President's commencement address at Dartmouth June 14. This letter expressed appreciation for the President's presentation of the freedoms to which the work of librarians is dedicated and the assurance that the Los Angeles conference would concentrate on ways librarians could maintain these freedoms.

"Thank you for your letter of June fifteen. I am glad to know of the annual conference of the American Library Association convening this week, and of the spirit of conscientious citizenship ruling its deliberations.

"Upon these clear principles, democracy depends for its very life, for they are the great sources of knowledge and enlightenment. And knowledge—full, unfettered knowledge of its own heritage, of freedom's enemies, of the whole world of men and ideas—this knowledge is a free people's surest strength.

"The converse is just as surely true. A democracy smugly disdainful of new ideas would be a sick democracy. A democracy chronically fearful of new ideas would be a dying democracy.

"For all these reasons, we must in these times be intelligently alert not only to the fanatic cunning of communist conspiracy—but also to the grave dangers in meeting fanaticism with ignorance. For, in order to fight totalitarians who exploit the ways of freedom to serve their own ends, there are some zealots who—with more wrath than wisdom—would adopt a strangely unintelligent course. They would try to defend freedom by denying freedom's friends the opportunity of studying communism in its entirety—its plausibilities, its falsities, its weaknesses.

"But we know that freedom cannot be served by the devices of the tyrant. As it is an ancient truth that freedom cannot be legislated into existence, so it is no less obvious that freedom cannot be considered into existence. And any who act as if freedom's defenses are to be found in suppression and suspicion and fear confess a doctrine that is alien to America.

"The libraries of America are and must ever remain the homes of free, inquiring minds. To them, our citizens—of all ages and races, of all creeds and political persuasions—must ever be able to turn with clear confidence that there they can freely seek the whole truth, unwarped by fashion and uncompromised by expedience. For in such whole and healthy knowledge alone are to be found and understood those majestic truths of man's nature and destiny that prove, to each succeeding generation, the validity of freedom."

DWIGHT D. EISENHOWER.

*THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy; that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now, as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice, from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the reader to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. **It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.**

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every non-conformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. **Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.**

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks is proper.

3. **It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.**

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. **The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expressions.**

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price, or method of distribution, is dealt with in accordance with due process of law.

5. **It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.**

The idea of labeling supposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It supposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. **It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.**

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concepts of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. **It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.**

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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*The ALA Committee on Intellectual Freedom, in collaboration with the American Book Publishers Council on May 2 and 3 at Rye, New York, sponsored an informal, off-the-record Conference on the Freedom to Read. Some thirty librarians, publishers, and others with a particular interest in the problem of preserving the free communication of ideas spent two days in defining areas of mutual concern. At the end of the Conference a Continuations Committee was instructed to prepare for public release a statement summarizing the principal points discussed. The members of this Committee were Luther Evans, Librarian of Congress, Chairman; Douglas Black, President of Doubleday & Company and President of the American Book Publishers Council; Robert Downs, Director of Libraries at the University of Illinois and President of ALA; Arthur Houghon, President of Steuben Glass; Harold Lasswell, Professor of Law and Political Science, Yale Law School; with Dan Lacy and William Dix as secretariat for preliminary drafting. The foregoing was approved by members of this Committee and A.L.A. Conference. The American Book Publishers Council had already endorsed the statement.

24,000,000 LACK LIBRARY SERVICE AS ONLY THREE STATES MEET STANDARDS

By
Benjamin Fine

The public libraries in the United States are in a deplorable condition.

Nearly every state needs more adequately trained personnel. Only three states meet the minimum standards set by the American Library Association in terms of money spent for library services. More than 53,000,000 persons do not have easy access to books, while 24,000,000 have no public library services of any kind. Of the 3,000 counties in this country, one of every six has no library service. Most of the 7,500 separate library systems of the country are substandard, with insufficient reading materials and inadequate staffs the general rule.

These conclusions were reached in a survey made of the nation's public libraries, the results of which were announced yesterday. The study was conducted by the New York State Library, in cooperation with forty of the forty-eight state librarians. The work was directed by Charles F. Gosnell, New York State Librarian and Assistant Commissioner, and Miss Virginia L. Moran of the Hunter College library.

Describing the condition of the nation's public libraries as "shocking," the report said that some states spent as little as 14 cents per capita annually for library books and services. The American Library Association recommends the expenditure of $1.50 per capita. The largest amount spent is $2.50 by Wisconsin. New York State spends $1.40. The median for the United States is said to be 80 cents.

Six states reported that more than 50 per cent of the population lacked efficient, modern library service. Nine states reported that 40 per cent of the people had no free book service of any kind.

Dr. Gosnell and Miss Moran found that the public library had been overlooked in the tremendous increase in cost of governmental services. A basic factor in voluntary adult education programs and one of the best weapons in the arsenal of democracy, they said, the public library "has been shamefully neglected by local units and state agencies."

Commenting on the prevailing condition of the public libraries Dr. Luther H. Evans, Librarian of Congress, declared: "Most of our existing libraries are small, substandard institutions, so poor in materials and staff that their potential for community service is largely unrealized."

Effect of Inflation Noted

The survey observed also that inflation had dealt the libraries a serious blow. This is particularly true in rural areas, where the lack of financial support was described as "appalling."

In an effort to overcome the gaps in library service, 77 per cent of the state librarians report they are encouraging the development of regional libraries. This effort to consolidate service and provide all citizens of a state with library books and other service, and the services of skilled, professionally-trained librarians as they are needed, is endorsed by the American Library Association.

Personnel Problem Big One

The shortage of trained personnel is one of the major difficulties facing the public libraries today. Eighteen states reported they needed more personnel with professional library training. In twenty-two states, fewer than one-half of the library workers had professional training. Montana, Nebraska and Texas reported that only 10 per cent of the workers employed in their public libraries could be considered as having adequate training.

Twenty-five per cent of the states held that increased funds to attract better personnel was the most pressing need of the public libraries. Dr. C. R. Graham, head of the Louisville, Kentucky, Public Library, noted that, while the shortage of personnel was nation-wide, it was patricularly acute in the South because of the lower salary scale. He reported that 80 per cent of the rural population of his state was without adequate library services.

A typical comment was that made by Paxton P. Price, State Librarian of Missouri, who declared: "Not until

the prevailing small size of library service units is changed to larger library organizations with a full range of professional positions paying better salaries will we be able to recruit capable and promising young people in the library profession."

Proud American Institution

The public library always has been a proud American institution with a great tradition for encouraging self-education of adults, the survey concluded. Today the Ford Foundation is encouraging the public library's role in adult education through its sponsorship of the American Heritage Series.

"If the free public library is to remain an important factor in the citizenship training and adult education of the people of the United States, as a democratic institution it must have local support from the community and leadership and financial assistance from the state agency," the survey stressed. "It must find trained personnel to administer its many functions and it must provide the books and other library materials so necessary for an intelligent and informed citizenry."

Educators recognize that the public library is a major bulwark against ignorance and prejudice. They know that the library is essential in the strengthening and furtherance of a democratic society.

The New York Times,
Monday, June 15, 1953.

DISTRICT MEETINGS, 1953

We had a good theme and some good district library meetings in 1953, according to the 600 people who attended them. The theme was Letha Davidson's suggestion. She came to the meeting of chairmen, held on a cold January day, bubbling with enthusiasm over the book she had been reading about in Publisher's Weekly. She thought it would be a good theme for a library meeting. The committee agreed and went to work on it. They decided that each district should get an author to tell about writing a book, a publisher to talk about production, a librarian or two to discuss evaluation and selection of books and finally Betty Hage to tell what she is doing in Scott County in book distribution. It sounded like a good program.

To be sure there were a few difficulties in carrying out the idea. There didn't seem to be an author in each district. Even publishers seemed rare in some parts of the state, and in one district the librarians didn't want to talk about selecting books for libraries. But much ingenuity was used in locating competent people to discuss the chosen subjects and the result was a series of the best meetings we have had in 14 years.

It wasn't just starry-eyed wonder at association with wonderful books that interested librarians and trustees present, but hard, cold facts to be considered in dealing with books, the misery of writing, the dangers of producing and the pitfalls in selecting. These impressions and Betty Hage's spirited recommendation of the "Best bargain in Iowa" made our supply of **Wonderful World of Books** dwindle. We started with 500 copies and there are less than 50 remaining for future requests.

Chairmen for next year:

District 1
Catherine Seitz, Dubuque County Library
District 2
Mrs. George Wharem, Mason City
District 3
Mrs. I. L. Farnsworth, Primghar
District 4
Miss Nora Lemcke, H. S. Librarian
Sioux City
District 5
Marie Kinze, Jasper County Librarian
Newton
District 6
Clara Hinton, University Libraries
Iowa City
District 7
Florence Botts, Bloomfield
District 8
Mrs. Lyla Williams, Lamoni
District 9
Mrs. C. R. Johnson, Atlantic

There were gracious hostesses, both librarians and trustees, competent chairmen, delicious luncheons and good hot coffee for starters, but there remained an uncomfortable feeling that just about half the number who should have attended were present. Some more librarians would have come if they had had transportation or someone to come with. Let's begin now to crusade for a better attendance next year.

THE WONDERFUL WORLD OF BOOKS
THE BOOK IS WRITTEN

By
John F. Harvey, Librarian
Parsons College, Fairfield, Iowa

My topic today is the writing of books—how to write books. The author comes first in the chain of people and events leading to the reader and leading to us as librarians. We must have authors before we can have books, and we must have books before the wonderful world of books can become a reality. So my talk today is about the origin of the whole wonderful world of books.

I will begin by telling you a few things about the authors themselves. In the first place, there are about 80,000 authors in this country at the present time, and that means 80,000 people making or trying to make a living by writing. Of these 80,000—10,000 are free-lance writers and are making some sort of living from the writing of short stories, novels, or magazine articles. The other 70,000 work for salaries, usually writing for newspapers, magazines, or government publications.

Now these authors are almost as poorly paid as librarians. According to a recent survey, the average author in America today receives something less than $3,000 per year from his writing. Therefore, he is hardly living well by his writing. And this includes the best-seller authors as well as the also rans. Nevertheless, 8,000 to 9,000 new books are published each year, so even though the monetary return is discouraging, books are written and books are published every year.

I shall try to tell you how to write a book today. I shall try to make Shakespeares and Jane Austens of all of you—and don't laugh because there might be another Shakespeare or Jane Austen in the audience today. I am sure, however, that there is not one on the stage, and I have had enough writing experience to have proven it.

Briefly, my talk will be divided into two parts of unequal size: I will talk first about the purposes for which books are written, and secondly and at greater length about the techniques—both general and specific—by which they are written.

* * *

We shall begin with the purposes for which books are written.

Books are written by authors who wish to communicate an experience or an idea to the reader. They wish to tell him something. Or they wish to get something off their own chests, and in so doing tell the reader something.

There are probably several specific and practical reasons why writing is done. I will list a few of them. First, we must face the fact that most writing is probably done to make money. This may not seem a very artistic reason, or a very pretty reason, but nevertheless it exists. Most of the 80,000 writers are undoubtedly trying to make a living from their writing. Therefore, they are writing for money, though they may have literary aspirations also. However, there may be some truth in Samuel Johnson's statement that "no one but a blockhead ever wrote for anything but money."

A second reason why books are written is to establish a reputation. Experts often write books to establish a reputation, to get their names known by people in the field, and to achieve prestige in the field. This prestige will, of course, often lead to a higher income, so we return to the "filthy luchre" again.

Finally, we may list a rather unusual reason, but one which exists for certain veteran writers. Some writers write because they can't stop writing—because they are in the habit of it. I believe it is Somerset Maugham who is supposed to spend an hour or two each day writing in his study because he can't get out of the habit. This may or may not be regrettable, but is given as a reason for writing by certain authors.

* * *

Before going further, I should like to briefly distinguish between literary and factual writing. Literary or imaginative writing may be characterized as explanation of experiences,

accompanied by the use of imagination in the production, and intended primarily to entertain. There may also be a serious message present, but this message is usually of secondary importance to the reader who is primarily interested in recreation. The literary writer describes experiences which are social and emotional—he puts people into situations and watches them react.

Factual, or non-fiction writing, on the other hand, is almost all instructive, or educational. Factual writing attempts to communicate information and thereby educate the reader. The facts may relate to ideas or to techniques, but they are all written to educate the reader. The factual writer is always attempting to reproduce reality—to reproduce truth—in order to instruct the reader.

* * *

Now I shall discuss the techniques of writing. How do authors write?

We may take up this topic in rather specific detail. Some authors type their manuscripts, and others write them out in ink. It is probably true for most of the 80,000 authors that they type their manuscripts.

We know that authors used the only method available, pen and ink, up through the 19th century, until the typewriter was invented. So it is probably true that all 19th century and earlier writers used pen and ink, since there was nothing better available. I believe it was true in the lifetime of Mark Twain, that we witnessed the change from older to newer methods of writing. Mark Twain is said to have written most of his earlier pieces with pen and ink, while in later years he used the typewriter.

Another aspect of writing technique is the number of drafts necessary for successful writing. Certain writers are able to turn out a first draft and a final draft which are the same. They are able to write perfect copy in the first draft. Many others of us however, are seldom able to turn out a good first draft. Many of us must write half a dozen or even fifteen or twenty drafts before we have one with which we are satisfied. We envy authors who are able to save so much time by turning out perfect copy in the first draft, but I suspect those who turn out such copy in the first draft are either pulp writers or journalists, or worse. Filling the wastebasket is unfortunately necessary for most of us.

Modern methods of writing have been changed somewhat by the introduction of the dictating machine. The dictating machine allows the author to sit in his easy chair and dictate his book onto the disc, from which the typist copies it. This allows comfort while the genius is flowing, while creativity is in process, and saves the author the labor and time of typing out his own manuscript. It is faster to talk a manuscript than it is to type one except for the best of typists. However, composition in this manner requires a glib tongue in front of the microphone.

Another disillusioning thing which I must tell you is that books usually take quite a while to write. Perhaps it is not generally realized how long a typical book is in the writing. It is not unusual for a non-fiction book to require five to ten years of part time work before a manuscript can be sent to a publisher. And it is not unusual for a professional author to spend two years of full time work on one book. All of these unhappy and agonizing hours must be spent before any tangible result is obtained. The idea of writing a book in a month or two, or in a summer, sounds a trifle ridiculous to most practicing authors.

And the length of time required in the writing is perhaps not the worst part of it. The worst part occurs when your friends begin asking you, after a few months of labor, "When will you finish the book?" These people mean well, but they have never written a book! They don't realize that after a few more months of work, a few more months of sweating blood, and a few more months of exasperating labor, you may perhaps have a respectable draft of Chapter I! It is one's friends and neighbors that make one regret ever having started a book, with their eternal chant, "When are you going to finish it?".

In giving advice about the style of

writing, perhaps the best advice I can give is simply to suggest running the pen through every other word—this will give surprising vigor to the style.

* * *

Now I will discuss some particular fields of writing and the techniques applicable thereto.

We may as well start with novels. There is little that I can say about writing novels, which you do not know already, whether or not you have written one. However, we can all recognize at the outset that a novel must have a certain amount of conflict in order for the plot and story-line to keep going. It is through conflict that the story is developed—through conflict between hero and heroine, between villain and hero, between members of a family. Conflict may be very undesirable in our own family lives, but peace and quiet do not make a successful novel, nor a very interesting one. Therefore conflict is an essential.

Characterization is also an important part of any novel. You are all familiar with authors like Sholem Asch whose novels are primarily fictionized biographies, really long character sketches. The ability of the author to describe his characters and establish them in three dimensions is often a good criterion of his worth.

Now there are several other kinds of imaginative literature with which I will deal more briefly. First, the short story is much like a novel, or more exactly, like an incident from a novel. It is an incident complete in itself, with its own theme, its own purpose, its plot line and ending. The technique of writing is much like that for both novels and plays.

Plays must, of course, be more dramatic than novels. The very name indicates they will be more exciting. The plot is usually simpler than that for other types of fiction writing, but the dramatic aspects are heightened. Every play must have a climax—when the action is resolved—when the hero marries the boss's daughter and inherits a million dollars—when all action is resolved, the villain is shot, and the heroine saved, or else with everyone being shot as in the modern murder thriller.

For poetry, we may say that poets deal with words, whereas other imaginative writers deal with sentences, paragraphs, and chapters. A novelist may be concerned with the place filled by a particular chapter in his novel, while the poet is concerned with the function of individual words. The poet must be a word stylist; he must be a connoisseur of words; he must be a semanticist; he must be able to use words with extreme skill.

Not only must the poet be a student of words for their own sake, he must put his poem into what we might call a strait-jacket of form. This strait-jacket required that he have so many feet in each line, so many lines in each stanza, that the accent fall in the right place, that the lines rhyme at the end. So not only must he say much in a few words, but he must say it in a particular strait-jacketed form.

To point up the plight of the poet, we have the following humorous quotation:

> *"There was a young man from Japan*
> *Whose limericks never would scan*
> *When they said it was so.*
> *He replied, 'yes I know,*
> *But I always try to get as many words into the last line as ever I possibly can.'"**

So much for imaginative literature. Now we may go on to non-fiction—to factual writing. Non-fiction, or factual writing, as I have said before, is almost always educational, rather than recreational. It is designed to reveal truth for the enlightenment and instruction of the reader, rather than to show him a good time.

Now, we are all familiar with the recreational use of non-fiction materials. We are familiar with the man who takes out a book on woodworking for use with his spare time hobby. He is giving the book a recreational use in using it in connection with his hobby. But he is also using the book as a source of education, as a source of instruction on how to work wood.

We may divide non-fiction writings into two major categories: Those which require extensive research in libraries or laboratories, and those

*Zillman, L. J., *Writing Your Poem* (New York: Funk and Wagnalls, 1950) p. 30.

which don't. The former greatly outnumber the latter.

I can think of only two kinds of factual books which require little research: Sermons and philosophy books. Not having written one, I am innocent of experience in this kind of book writing, but I should imagine that the typical philosophy book is written more or less out of the author's head, rather than requiring much library research before the writing. All minister's present may deny this, but I should imagine that, with the aid of an occasional history book, the Bible, and a few other ministerial aids, it should be relatively easy to write a sermon without extensive research.

The writing of biographies is a different proposition. Biographies and other history books are literally written in the library. The library is the author's laboratory. The library is a source of all information for the biographer or historian. The biographer is almost solely dependent upon the documents and letters and history books and biographies which he can find in a library, unless his subject is still alive and can be interviewed. The problem of the biographer is to accurately place the man in his historical and occupational setting, and to point out his contribution. Of course, this requires much library work, as we all know.

As for textbooks, I understand that nowadays it is not at all difficult to write the newest and best textbook in a particular field. For most fields, this consists of buying one copy of all the latest textbooks put out by the major publishers, and looking them over carefully. Then you simply incorporate into your textbook all the best features of the other textbooks, plus more illustrations than anybody else has, especially more colored illustrations, plus a few of the new developments in the field. And in so doing you have, or will have for at least six weeks, the best textbook in the field.

* * *

Now in the closing minutes of my talk, I will devote some attention to two factors of interest here: Preparation of the manuscript for the publisher, and the rewards of writing.

In preparing the manuscript for the publisher, several facts must be remembered. Since the publisher is a very hard-to-please individual in the first place, you should make your manuscript as neat and easy to read as possible. It should be typed neatly and double spaced so that the publisher will be able to get through it with a minimum of effort. He probably won't read the middle three-fourths of it, so this may seem a waste of time, but then strange things happen: He may dip into the middle of the thing after all, so you had better be prepared. You may need to have an index made, and this is a longer and more complex job than it may seem to be. You may wish to prepare your own index, if you want it well done, otherwise your wife will certainly botch the job, and the only other alternative is to pay a commercial indexing organization to do it for you. You will also wish to obtain a copyright, since you will then have legal ownership of your own literary property. You will certainly not wish to trust the publisher with the copyright.

Finally you have the little problem of finding a publisher for your work. You may have gathered already in these last few sentences that my opinion of publishers is low. In indicating such an opinion, I am merely following the lead of most other authors. Many publishers will prove to be so short sighted that they cannot see their great opportunity in publishing your manuscript. You will need to persevere but you will undoubtedly find a publisher eventually. Negotiations will commence in which you will be at a disadvantage, since the publisher has both many lawyers and many other writers at his beck and call, and holds you completely at his mercy. A literary agent can be of assistance here, as can a lawyer, but you will need much good luck to outwit or even hold your own with a publisher.

Now my final section deals with the rewards to be obtained from the writing of books, and I'm afraid that this section is the saddest of all. For the awful truth is, based on the experience of many writers, that there are no rewards at all! This may shock

you and strike some disbelief, but I will explain the meaning of this negative conclusion.

I have already told you that the income of the average author in America today is less than $3,000 per year, and many writers receive no more than one cent per word for their efforts; these figures certainly indicate a paltry return. However, it must be admitted, that "successful" authors are said to receive as much as 19 percent of the book's selling price as their royalty. But this will probably add up to no more than 60 to 70 cents per book, which is not calculated to pay for a new hard-top convertible.

The cruelest blow of all is the reception your book may receive from the reviewers. Unless you are one of the selected few, whose books are always reviewed well, your book will be met with what is known politely as a "mixed reception." In your and my terms, this means that the intelligent critics—the ones you respect, the ones who obviously do a conscientious job—will probably pan your book. And it means that the reviewing hacks, the ones for whom you have no respect, are likely to acclaim that they have discovered the writing genius of the century—but then they said that of someone else last week. And some of your best friends will certainly say that they can't see anything in the book at all, while your wife, who is always your severest critic, will tell you that she hopes the next one will be a good deal better.

But life does have its brighter side, and we must not forget that. If you persevere, you may e v e n t u a l l y achieve a certain amount of limited success. Like the author in the joke who said, "It took me nearly ten years to learn that I couldn't write stories." And this was countered by his friend who said "I suppose you gave it up then?" "Oh, no," said the author. "By that time I had a reputation!"

And further rewards are certainly waiting in the wonderful world of books if we believe in the saying "there is probably no hell for authors in the next world—they suffer so much from publishers and critics in this one!"

PERSONALS

Mrs. C. C. Cover, librarian of the Cherokee Mental Health Institute, was named "This week's woman" in the April 25 Cherokee **Times.**

Dr. Ralph E. Ellsworth has been elected vice-president of the executive committee of the board of supervisors of the midwest inter-library center.

The inter-library center is a group of 18 large midwest research libraries which are working together on central storage, central acquisition of research material and preservation of newspaper files.

This is the second term Dr. Ellsworth has served on the executive committee.

Dr. Luther Evans, library of Congress, has been nominated head of UNESCO.

Luther College conferred the degree of Doctor of Letters on **Rudolph H. Gjeleness,** chairman of the Department of Library Science at the University of Michigan, at its commencement June 1.

Sara Elizabeth Gosselink, librarian at Spencer, received an honorary degree of Doctor of Letters from Central College, Pella, at the Centennial Commencement of the college June 1. She won recognition when she received the Eerdman Novel Award with the novel **"Roofs Over Strawtown,"** an historical novel of Pella's early days.

Dr. John P. Harvey, for the past three years librarian of Parsons College, Fairfield, resigned to accept the librarianship at Kansas State Teachers College, Pittsburg, Kansas. He plans to leave Fairfield August 1. His talk, printed elsewhere in this issue, was one of the highlights of the District meeting in Fairfield.

Beryl Hoyt, librarian at Simpson College since 1944, resigned to accept a position with ALA headquarters beginning August 17. She will be assistant to the chief of the publishing department. She spent two months this spring with ALA working in the editorial department. For the last four years she has been ALA Councilor for Iowa.

Eleanor Jones, of the Sioux City library staff, flew to England May 25 to attend the coronation.

Mary Elizabeth Ledlie, supervisor of children's work in Des Moines Public Library, and Dorothy Naughton, of the Sioux City Library, sailed June 3 on the Queen Elizabeth for three months in Europe.

Lucile M. Morsch, formerly on the staff of the University libraries, has been appointed deputy chief assistant librarian of the Library of Congress. She has been with the library since 1940 as chief of descriptive cataloging division.

Jack Tillson, treasurer of ILA and high school librarian in Boone, is recovering from an operation late in June.

Margaret Van Raden, assistant librarian at Union Theological Seminary in New York, has been appointed librarian for the University of Dubuque. Her duties will begin in the fall.

Dorothy Western of Webster City is enjoying a three months' leave from her work as director of library service for the state department in Djakarta, Java (formerly Batavia). Miss Western had library experience in several Iowa libraries, Webster City, Cedar Rapids, Waterloo and Council Bluffs, before going to Maywood, Illinois, where she was librarian until she took a position as librarian for the occupation forces in Germany.

NEWS FROM IOWA LIBRARIES

Cedar Falls—State Teachers College—Donald C. Rod, librarian at Augustana College, Rock Island, Illinois, succeeds Marybelle McClelland as librarian September 1. Miss McClelland plans to spent part of each year in northwest Mexico.

Mr. Rod is a graduate of Luther College, took his library training at Michigan and is nearing completion on his doctorate at the University of Chicago. He served at Luther College as assistant librarian 1940-43.

Clarence—Mrs. Lois Brink has been serving as librarian since September, 1952.

Council Bluffs—The library received honorable mention for work in public relations at the 72nd annual conference of the ALA in Los Angeles. Germaine Krettek, librarian of the Council Bluffs Free Public Library was presented with the award at the closing session of the conference.

Sixteen awards and five honorable mentions were announced in the John Cotton Dana Award, sponsored by the Wilson Library Bulletin and the ALA Public Relations committee. The top award in the 25,000-100,000 population class, in which Council Bluffs was entered, went to Jackson Free Library, Jackson, Miss.

The Council Bluffs scrapbook contained newspaper stories, spot announcements handled by the local station, and book talks made by members of the library staff during the past year.

Des Moines—Edgar A. Glick has been appointed administrative assistant to Dan Williams, librarian of the Des Moines Public Library.

Mr. Glick comes from Brooklyn where he has been administering a department for young people for the past two years. He is from University of Wisconsin.

Earlham—Mr. and Mrs. H. Claude Peer presented a 1953 set of Americana Encyclopedia to the library.

Glidden—The library was moved in May from the Glidden Women's Club building to a room in the city hall, which has been recently redecorated and will accommodate more books than the former room. Mrs. Laura Parker has been appointed librarian.

Hampton—The family of the late Mrs. Julia Stark-Evans recently dedicated a memorial shelf in her honor. Mrs. Evans had served as a trustee of the library for 40 years. There were 40 books on the shelves and will be added to by the family. Dr. and Mrs. Ernest Jaqua of Portland, Oregon, Mr. and Mrs. Hal Hardin of Kansas City, and Dr. and Mrs. John Evans of Portland, Oregon were present for the dedication. Don Evans of Des Moines made the presentation.

Iowa City—Florence O'Rourke, a

June graduate of the Minnesota library school, is head of the circulation department in the public library.

Iowa City—University libraries—Dale M. Bentz, associate director of the SUI general library, has arrived in Iowa City to take over his duties. He takes the position vacated by the resignation of Norman L. Kilpatrick who became director of Florida State university library.

Mr. Bentz came from the University of Tennessee where he worked in the processing department of the library.

Iowa Falls—Ellsworth College—Everett L. Howell, who has been school librarian at Chariton for the past two years, has been appointed librarian at Ellsworth College. Mrs. Inez Moffit resigned to accept a position as instructor in library science at Arizona State College, Tempe, Arizona.

Leon—Honoring Mrs. Sada Forbes Stout and her 40 years of service to the community as librarian, the board held open house April 14. About 300 braved the rain and came to pay their respects and express their appreciation.

In addition to personal gifts to Mrs. Stout, books were donated to the library in her honor.

New Hampton—Two books have been placed on the memorial shelf honoring Martha Kenman, who recently passed away. Miss Kenman had been a member of the library board for 24 years, serving as secretary for many of these years. The books chosen to honor her are **Flowers East and West,** by Conway and **Audubon's Animals,** by Ford.

Onawa—Mrs. Frank Durr, for ten years librarian of the public library, resigned June 15 to join her husband now stationed in South Dakota. Mrs. Walter Plinske, who has been assistant librarian, will carry on until a new librarian is appointed.

Perry—Mrs. Joe Price, assistant in the library, has resigned and gone to Carroll to live.

Shenandoah—The library has received 75 horticultural books from the library of the late Helen Field Fischer, to be known as the Helen Field Fisher Memorial collection. The original collection is being increased by gifts from friends.

Strawberry Point—The library board has accepted a portrait of the late Senator Byron Newberry, who donated funds for the remodeling of the library. The portrait, which will hang in the library, is a gift of the late Senator George Banta of Manchester, close friend to Newberry.

NECROLOGY

Mrs. W. C. Carson of North English, public-spirited woman and a friend of libraries, died April 16, 1953. She was the moving spirit in getting a library started in her community and served as its first librarian. Her interest had never diminished and the library world has lost a wise friend.

Mrs. P. G. Kloster, Forest City trustee since 1944, died in November.

CHANGES IN LIBRARY BOARDS

Bell Plaine—Sam Zimmerman succeeds Alfred Lahn.

Dubuque County Library—John Heinz succeeds Reverend John Theobald, Luxemburg, resigned.

Eldridge (Scott County Library)—Mrs. William Levien has been appointed to fill the unexpired term of F. J. Ford, whose resignation became necessary when he moved out of the rural taxing district which he represented, to Davenport.

Fairfield—Wayne Klepinger and Glenn A. Sherman succeed R. C. Norman and Tom A. Louden who requested that they not be reappointed at the expiration of their terms.

Forest City—Sidney Rand, president of Waldorf College, succeeds the late Mrs. P. K. Kloster.

Iowa City—Mrs. G. W. Martin, president of the library board, resigned in April. Her term would have run to 1955.

Maynard—Mrs. A. F. Bergman and Mrs. Earl Judas succeed Mrs. Earl Foss and Mrs. Jesse Parke.

Missouri Valley—Dr. George A.

Knoke, who has served on the board ten years, resigned.

Mount Ayr—Royce Davis succeeds A. B. Liggett who now resides in Lihue Kauai, T. H.

Story City—Roy Gaard succeeds Peter B. Larson, resigned.

Stuart—George Trowbridge succeeds Paul J. Simmons.

West Point—Ralph Peterschmidt and Mrs. Ivan McVey replace Mrs. E. D. Byrd and Margaret Walljasper, resigned.

SELF-RATING SHEET*

Check Your Library on Propaganda, Pressure, and Policy

To be alert to the problems of propaganda, have you:

Yes	No	1. Read and considered thoughtfully the American Library Association Library Bill of Rights?
Yes	No	2. Clarified your own thinking?
Yes	No	3. Kept informed on current controversies?
Yes	No	4. Studied propaganda techniques and learned to recognize slanted materials?
Yes	No	5. Become familiar with the viewpoints of organizations which send out free materials

To be prepared to meet individual and group pressures, have you:

Yes	No	1. A written book selection policy?
Yes	No	2. The Board's official approval of the policy?
Yes	No	3. The support of citizen groups and the local press?
Yes	No	4. The Board of Trustees' official approval of the Library Bill of Rights?
Yes	No	5. Secured copies of the Library Bill of Rights, the Statement on Labeling, and other memoranda relating to intellectual freedom in order to make these available to interested patrons and community groups

To help your community read critically, have you:

Yes	No	1. Made available materials on all points of view, in balanced quantities?
Yes	No	2. Stimulated your staff to know the book collection?
Yes	No	3. Included varying views in booklets and exhibits?
Yes	No	4. Encouraged or initiated film forums, discussion groups, etc.?
Yes	No	5. Assisted individual readers in purposeful reading?

*Compiled by the American Library Association Committee on Intellectual Freedom, 1951.